



NATIONAL
ENDOWMENT
FOR THE
HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Building a Twenty-first-Century American Indian Studies Program*

Institution: California State University, San Marcos

Project Director: Joely Proudfit

Grant Program: Humanities Initiatives at Hispanic-Serving Institutions

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Project Summary

Bridging the Gap between the Academy and American Indians—

Building a 21st Century AIS Program

California State University San Marcos is proposing an eighteen month humanities initiative designed to create opportunities for regional tribal communities to work with humanities faculty. Academic coursework is usually separated from such integration. The relevance of the courses is expected to foster student engagement from diverse student populations as they choose coursework and concentrations with American Indian Studies content.

For CSUSM, as a Hispanic Serving Institution, it is important that educational opportunities reflect the histories and stories of the traditional peoples of this region. Most coursework touching on humanities content focuses on mainstream populations; larger minority populations are increasingly included, but American Indians continue to be a footnote. Available American Indian resources focus heavily on history and these resources can foster stereotypes locking American Indians in the “Plains Indian” frontier era. Our internationally recognized scholar consultants—Devon Mihesuah, Janine Pease, and Neyooxet Greymorning-- will share perspectives to eliminate stereotypes and encompass more contemporary resources in humanities. Our tribal community participants will share regionally significant stories and resources for humanities content.

We will host professional development workshops in Spring 2016, Summer 2016, Fall 2016 and Spring 2017 with the goal of developing four new courses for delivery on our campus. These courses, as well as revisions in current offerings, will reflect our goal of expanding course delivery and continued growth from a minor to a major and eventually to the creation of the American Indian Studies Department.

In the professional development workshops, faculty will be provided an opportunity to engage in guided academic discussions. This will strengthen critical inquiry skills for faculty and students and will provide new scholarly research opportunities, particularly with regional tribal community subject matter experts (SME). Faculty will be provided assistance from the California Indian Culture and Sovereignty Center (CICSC) in the integration of materials into current courses to enrich the humanities delivery at CSUSM. PI Joely Proudfit, Director of CICSC, Luiseño, will oversee the coordination and development of an integrated core curriculum on American Indian Studies for the newly authorized American Indian Studies major.

In the broadest context, this project will serve as a model for the development of an AIS Department at mainstream institutions through its inclusion of tribal “voice” and will provide an opportunity for CSUSM faculty and students to participate in a program linked to the history of the place. CSUSM is designed as a Hispanic Serving Institution by the U. S. Department of Education. California State University San Marcos OPEID: 03011300
<http://www2.ed.gov/about/offices/list/oep/ides/t3t5-eligibles-2013.pdf>

Intellectual Rationale

California State University San Marcos (CSUSM) began its twenty-fifth anniversary year with the establishment of the American Indian Studies Department, to support the formation of a new American Indian Studies major. CSUSM is physically located on traditional tribal land of the Luiseno people and is home to a diverse student population. Without a concerted institutional effort, the links between American Indian cultures and languages as a tool to inform academic humanistic perspectives would be difficult, or non-existent. Ultimately, this creates an intellectual void that is unnecessary and unconscionable with access to the rich tribal histories and people that CSUSM has locally. We propose to create an American Indian studies major which reflects the heart of American Indian epistemologies by actually “listening” to tribal communities. What do our American Indian/Alaska Native community members believe are essential competencies for CSUSM students? Our project seeks to create courses and activities to build connections between two cultures—one of rigorous academic scholarship and one of multi-tribal perspectives—to give students the tools to pose critical questions about representations of American Indians found in humanities content across the university and the community.

Since the establishment of the California Indian Culture and Sovereignty Center in 2009 CSUSM’s administration and faculty leaders have worked diligently to create a minor in Native American studies. In May 2015, the Provost announced that the Academic Senate that the new American Indian Studies department would commence Fall 2015 with Dr. Proudfit serving as Department Chair. The President made a formal announcement of this department and plans for a new major at the American Indian Honoring and graduation ceremony in May 2015. Both of these announcements met with resounding approval from local California tribes as well. These

initial steps have created an intellectual dialogue on campus that now needs to extend to tribal communities to ensure that the delivery of courses meets the contemporary needs of our students. This project seeks to create an intellectual framework in American Indian studies that will enable our students to become critical consumers of both theory and practice as they connect with the historical, ethical, and cultural contexts that have contributed to and are shaped by tribal cultures.

In this application, CSUSM, a Hispanic-Serving Institution, proposes a 24 month long humanities project entitled *Bridging the Gap between the Academy and American Indians—Building a 21st Century AIS Program*. Faculty from CSUSM and local tribal representatives will participate in a series of inter-disciplinary workshops to explore selected AIS epistemologies in literature, history, and language. By learning from each other, our project participants will be able to provide input into the development of courses for our new AIS major.

Content and Design

The *Bridging the Gap* project has four components. The first component is a series of on campus Workshops which are organized around key themes including: Colonization, Interpretation of Cultures, Changes in Race, Class and Identity, Language Revitalization, Stabilization and Repatriation, Language Policies and Politics, Stereotypes, The Controversies of Writing Indian History, The Politics of Naming, Decolonization, and Activism and Passivism. Each of these workshops has specific readings in history, literature, law, or anthropology and will begin with a presentation by external American Indian scholars. These workshops target 25 faculty who have identified an interest in providing input into the development of coursework to be delivered in the American Indian Studies major or who wish to incorporate tribal perspectives in activities, assignments, and readings in their current courses. The second component is the inclusion of regional subject matter experts (SME), American Indians who have specific cultural

knowledge relevant to Southern California and who have served in academe. We have identified a male SME, Stan Rodriguez, who is well-known nationally and internationally for his work in language immersion and a female SME, Patricia Dixon, who is responsible for one of the oldest American Indian Studies program in California. These individuals will add to the richness of the discussions by assuring that American Indian perspectives are not minimized. The third component of the project is the inclusion of key American Indian faculty and staff at CSUSM. These tribal stakeholders, Theresa Gregor (Iipay), research associate, and Tishmal Turner (Luiseño), Tribal Liaison, join Joely Proudfit (Luiseño), Director of the California Indian and Culture Center, as resources to faculty after the workshops have been completed as faculty begin to design or redesign course syllabi. This resource allows faculty an American Indian lens as supplementary materials are chosen. This resource is also available to faculty as guest lecturers in courses that will be developed. The fourth component of this project is the inclusion of community engagement, service learning and cultural events in the development of these new syllabi or incorporation of these in current syllabi. One of the activities in the workshop will be to design a rubric for culturally appropriate curriculum (learning objects) that can be shared on our website. The *Bridging the Gap Project* is designed to bring an authentic tribal voice into the Academy through discussions of native epistemologies and collaborations with local community members and subject matter experts (SME).

TABLE 1*	
Spring 2016	
Day 1	<i>Proudfit/Mihesuah</i>
Theme: Colonization	Key Questions
Memmi, Albert. (1965) <i>The Colonizer and The Colonized</i> . Beacon Press Books Boston, MA. 1965.	What forms of colonization challenge American Indians in the 21 st Century? How are American Indians resisting these challenges?
Smith, Linda Tuhiwai. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> . Zed Books, NY:NY	
Day 2	<i>Mihesuah</i>
Theme: Interpretation of Cultures	Key Questions
James Clifford and George E. Marcus (2010). <i>Writing Culture: The poetics and Politics of Ethnography</i> . University of CA Press.	How do we conduct place-based, socially-conscious research with and for Tribal communities? What are the ethical, cross-cultural, and legal issues involved in conducting AIS research?
Renato Rosaldo. (1993). <i>Culture and Truth: The Remaking of Social Analysis</i> . Beacon Press.	
Day 3	<i>Mihesuah/Dixon/Rodriguez</i>
Theme: Changing Race, Class, Identity	Key Questions
Indian Country Today series on [wannabee] Indian writers http://www.newagefraud.org/smf/index.php?topic=2427.195 http://angelablair.hubpages.com/hub/The-Growing-Number-of-White-Native-Americans-aka-Wannabees	How are contemporary debates about racial identity, and identity in general, as fluid and transitory impacting the articulation of American Indian identity? What are the social and political consequences at stake when AI identity is confused with and lumped into a racial debate?
Summer 2016	
Day 1-AM	<i>Mihesuah</i>
Theme: Language Revitalization	Key Question
Reyhner, Jon Allan, & Lockard, L. (Eds.). (2009). <i>Indigenous language revitalization: Encouragement, guidance & lessons learned</i> . Flagstaff, Ariz.: Northern Arizona University.	How and why is language revitalization integral to the intellectual development of American Indian Studies?
Hinton, L., & Hale, K. (Eds.). (2001). <i>The green book of language revitalization in practice</i> . San Diego: Academic	
Day 1-PM	<i>Pease & Wilson</i>
Theme: Language Stabilization	Key Questions
Report in James Crawford, ed. (1992). <i>Language loyalties: A source book on the official English controversy</i> . p.l 47-51 Chicago, IL: University of Chicago Press.	What promising practices in language preservation are making an impact in Tribal communities? How can these

Fishman, Joshua (1991). Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages. Clevedon, English: Multilingual Matters.	practices be extended as a place-based, culturally-relevant pedagogical practices in a college classroom?
Day 2-AM	Mihesuah
Theme: Stereotypes	Key Question
Yeager, Gertrude M. (1994). Confronting Change, Challenging Traditions: Women in Latin American History. Scholarly Resources American Indian Boarding Schools: An Exploration of Global Ethnic and Culture Cleansing http://www.sagchip.org/ziibiwing/planyourvisit/pdf/aibscurrguide.pdf	How do we evaluate, analyze, and teach about gender and women in AIS without capitulating to Euro-American models/theories about a universal white woman’s brand of feminism?
Day 2-PM	Pease/Dixon/Rodriguez
Theme: Language Stabilization	Key Question
Cantoni, Gina. (1996) Stabilizing Indigenous Languages. Monograph Series. Flagstaff, AZ: Center for Excellence in Education. http://jan.ucc.nau.edu/~jar/RIL_Contents.html	How do the social structures presented in and through Indigenous Languages form a pedagogy of difference in AIS?
Fall 2016	
Day 1	Wilson
Theme: Language Repatriation	Key Questions
Gregor, T. (2012). Z’Aa Mat Tipay Ek’wee: The Literary Repatriation of The Autobiography of Delfina Cuero. SDSU. American Indian Studies Department Packet Provided	What intellectual and community work occurs during the re- or reverse-translation of AI auto-biographies and ethnographies when they are translated back into their Native languages? How does the repatriation of the story/text change or reshape meaning?
Crystal, D. (2002). Language Death. New York: Cambridge University Press.	
Day 2	Pease/Dixon/Rodriguez
Theme: Language Politics & Policies	Key Question
P. L. 101-477. October 30, 1990 Title I. Native American Languages Act	How do legislative and educational mandates support/impede indigenous language revitalization and preservation?
Indian Nations at Risk Task Force: National Education Goals for American Indians and Alaska Natives (October 1991)	
P.L. 109-394. Esther Martinez Native American Languages Preservation Act of 2006	
Spring 2017	
Day 1	Mihesuah
Theme: Controversies in Writing Indian History	Key Question
Mihesuah, Devon Abbott. (1998). Natives and Academics: Researching and Writing about American Indians. University of Nebraska Press.	What tools are available for faculty and students to assess

Mihesuah, Devon Abbott and Angela Cavender Wilson (Eds). (2004). <i>Indigenizing the Academy</i> . University of Nebraska Press.	authentic voice vs appropriation in tribal histories?
Day 2-AM	Mihesuah
Theme: The Politics of Naming	Key Questions
Michael Yellow Bird, “What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels,” <i>American Indian Quarterly</i> , Vol. 23, No. 2 (Spring, 1999), pp. 1-21	What perspectives inform the politics of naming? What activities inform critical thinking and reflection by students in general education courses?
Linn, Mary S. and Navarro, Geneva. (2013). <i>Motivating Language Learning Through Performance</i> . ILI You Tube http://www.ilinative.org/iliss/PresentationsILIS2013.html	
Day 2-PM	Wilson
Theme: Language Revitalization	Key Questions
Waziyatawin, Michael Yellow Bird, Angela Wilson (2005). <i>For Indigenous eyes Only: A Decolonization Handbook</i> . School of American Research Press.	What resources are available to support language revitalization? How are language activists utilizing these tools to strengthen their work in language preservation?
Hinton, L. (2002). <i>How to keep your language alive: A commonsense approach to one-on-one language learning</i> . Heyday Books: Calif.-Berkeley.	
Day 3	Mihesuah
Theme: Decolonization	Key Questions
Battiste, Marie. (2000). <i>Reclaiming Indigenous Voice and Vision</i> . UBC Press	How are Indigenous voices and visions shaped in and through the reverse translation of texts back into original Native languages? What new cultural forms are produced as a result?
Moore, Marijo and Vine Deloria, Jr. (2003). <i>Genocide of the Mind: New Native American Writing</i> . Nation Books.	
Day 4	Mihesuah/Dixon/Rodriguez
Theme: Activism/Passivism	Key Questions
Mihesuah, D.A. “Activism vs. Apathy: The Price We Pay for Both,” for special issue on “Problems in the Ivory Tower,” <i>American Indian Quarterly</i> , 27: 1/2 (2003): 325-332. Available online Mihesuah, D.A. “Special Issue: Native Experiences in the Ivory Tower,” <i>American Indian Quarterly</i> , Volume 27, Number 1&2, Winter/Spring 2003 <i>N&A</i> , 84-99.	How is American Indian Activism defined vis-à-vis other forms of American activism? How do American Indian communities define activism and leadership?
Day 4-PM	Wilson/Dixon/Rodriguez
Theme: Language Revitalization	Key Question
Pease, Janine. <i>Native American Language Immersion: Innovative Native Education for Children and Families</i> . American Indian College Fund http://www.aihec.org/resources/documents/NativeLanguageImmersion.pdf	How can the pedagogy of American Indian language immersion become a larger method form of instruction for AIS inquiry, research, and community engagement?
*A detailed Objective Work Plan and Readings List are available in Appendices.	

Project Personnel (Vitae in Appendix C)

Project Director: Joely Proudfit, Ph.D. (Luiseño) currently serves as the department chair of AIS; she will provide intellectual leadership and manage operational details. Dr. Proudfit is the founder of the San Diego American Indian Film Festival and teaches courses in American Indian Studies on film, digital media, women, and economic and political development. Dr. Proudfit works closely with the California Indian Museum and Cultural Center (CIMCC) on educational projects for AI youth throughout the state and is currently editing a series of books on Indian education entitled *On Indian Ground*. The first book specifically looks at educational best practices in California.

Theresa Gregor, Ph.D. (Iipay) will provide organizational and institutional support. Dr. Gregor's teaching and research focus on language preservation and revitalization, providing an added dimension to the project's interdisciplinary focus. Dr. Gregor has been involved in the Task Force to create the AIS Department and serves as a research associate to the CICSC.

Tishmal Turner (Luiseño) will provide support to community outreach activities for the project, as well as community connections for specific course development.

Devon Mihesuah, Ph.D. (Choctaw) is the current Cora Beers Endowed Scholar at The University of Kansas. She is an internationally recognized scholar in indigenous epistemologies and has a rich and layered background in AIS studies and history. She is also an author of fiction; her most recent novel is *Grand Canyon Rescue; A Tuli Black Wolf Adventure*. Dr. Mihesuah will provide the workshop overview, examining the fundamentals of native epistemologies.

Janine Pease, Ed.D. (Crow) is a national recognized AIS scholar whose work on language and cultural retention strategies has reshaped the delivery of AI/AN curricula. Dr. Pease will work

with faculty and community members to incorporate place-based pedagogy through the development of learning objects appropriate to the course content as faculty develop these four new courses.

Michael D. Wilson, Ph.D. (Choctaw) is recognized nationally and internationally for his scholarship in indigenous literatures of North America and postcolonial theory and indigenous literatures. Dr. Wilson will work with faculty and community members by providing strategies for incorporation of tribal perspectives in literature.

Patricia Dixon (Luiseño) has over forty years' experience working with tribal nations in Southern California. Dixon co-founded, developed and sustained one of the oldest American Indian Studies departments in the United States. She will serve as a subject matter expert (SME) representing tribal communities providing local tribal perspectives to academic content.

Stan Rodriguez (Kumeyaay) will serve as a subject matter expert (SME). Mr. Rodriguez is a Kumeyaay bird singer from the Santa Ysabel reservation; he speaks Kumeyaay fluently and translates it into English for incorporation into educational activities for tribal youth.

The SMEs will assure that regional content in course offerings reflects an authentic voice.

Institutional Context

This project aligns with the University mission and Tribal Initiative to meet the educational needs of a diverse population in Southern California. Dr. Proudfit was hired to lead the establishment of an American Indian presence on campus in 2008 as program coordinator for Native Studies. The California Indian Culture and Sovereignty Center (CICSC) was established in 2009. The CICSC mission is “to foster collaborative study and community service relationships among the faculty, staff, and students at CSUSM and members of tribal communities, for the purpose of developing and conducting research projects that support the

maintenance of sovereignty and culture within those communities.” Her work began with a core of interested faculty and the growth of enrollment in the Native American minor is only surpassed by the retention rate. The course offerings began with “American Indian Communities” and has grown to the delivery of 39 units offered by affiliated faculty. Class enrollments continued to grow and interest increases each semester.

Humanities programs and resources at CSUSM: The College of Humanities, Arts, Behavioral and Social Sciences (CHABSS) is the largest College on CSUSM’s campus, housing the largest number of faculty where 42% of the campus is enrolled in a major. The University has 226 full-time tenured and tenure track faculty. Founded in 1989, CSUSM represents a new kind of university—technologically sophisticated, fully engaged in the community and pushing the boundaries of innovation. CSUSM’s resources that contribute to the success of this project include the CICSC’s advisory board, as well as the President’s Advisory Council on Native American Affairs, and the Provost’s Task Force for American Indian Studies. The University is also the first in California to create a specific position that supports outreach to tribal nations in the State. Tishmal turner, Office of Tribal Liaison, serves in the office of Community Engagement through the Executive Committee in the Office of the President.

Follow-up and Dissemination

The most direct result of *Bridging the Gap* will be a more informed community of scholars delivering courses in American Indian Studies at CSUSM with the development of four new courses. The four courses anticipate an enrollment of over 100 students each semester; additional revision of current courses will impact more students. *Bridging the Gap* and the process used in this project will inform the development of American Indian Studies on our campus as we continue to build the American Indian Studies Major. By convening a multi-

disciplinary academic community with the tribal constituencies in Southern California, this project reaches into the core of native epistemologies in language retention, gender studies, and oral traditions and storytelling to create a model format and design for both process and product for a 21st century native studies curricula. The project will elevate American Indian Studies at CSUSM as a on a regional specialty; provide infrastructure to support the institutionalization of the University's Tribal Initiative; and provide pedagogical support of American Indian Studies at CSUSM. By collaborating across humanities disciplines to make connections, institutionally and intellectually with tribal people, we hope to inspire and to equip students in their own individual deep and sustained reflection on the social and cultural implications of tribal communities in the 21st century.

Digital Material Development and Preservation: Given the significant need to revitalize regional native languages and leveraging CICSC's role as an active, nurturing gathering place for language and lifeways in Southern California, this project will contribute to the support of course development that will incorporate opportunities for native speakers to provide subject matter expertise (SME) in such courses as *American Indian Women and Activism* or *Language, Power and Place*. Preservation will be accomplished because the proposed courses will be submitted through the College and University Curriculum Committees and then for approval by the Academic Senate, which is the first step to institutionalize course offering and initiate curricular approval.

Dissemination efforts will be measured by the number of course enrollments and the amount of faculty participation based on number of courses to be aligned with our targeted new development. Our course syllabi will be available online for other colleges and universities who have or seek to create an American Indian Studies department. These documents will be

provided as open-access. Additionally, we will distribute the syllabi and all materials generated from the workshops to our listserve (currently approximately 500 educators and community members throughout the United States). Finally, faculty will share the results of our work through professional meetings and publications, specifically, The National Indian Education Association, The World Indigenous Education Association: Education, The World Indigenous Higher Education Association, The California Indian Education Association, and the Native American Studies Conference (Arizona).

Evaluation

The evaluation will be developed from the key questions for each workshop. The evaluation will highlight and report evidence of growth on each of the following:

- The specific course development (four new courses) and the modification of activities in existing courses;
- The dissemination of project results both regionally and nationally;
- The participation of students in service learning components in tribal communities developed for new or existing courses.

The California Indian Culture and Sovereignty Center uses an indigenous evaluation model throughout our programs. This process is based on our core values: responsibility, reciprocity, respect, and relationships. Our evaluation tool will be used at the conclusion of each session and summary statistics will be both formative (at the end of initial activities) and summative to provide a final report for NEH. Essentially, our evaluation will be a pre-flection activity administered by our consultants to the participants on the goals, ideas, concerns and questions that participants have about the expansion and transition of the current Native Studies program into an American Indian Studies minor and eventually into a major. At the end of each session,

we will assess how the content is re-shaping participant knowledge and support of the expansion of American Indian Studies at CSUSM. At the conclusion on this work, participants will be asked to reflect on the entire process—forums, dialogues, collaborations, to assess next steps.

Summary: Since its inception, CSUSM faculty, students, and tribal communities have envisioned the creation of interdisciplinary coursework to guide humanities teaching, scholarship, and program development on the topics of language retention/revitalization, gender studies, narrative oral traditions and storytelling, history and cultural expression to reflect the College’s commitment to tribal people upon whose land they now occupy. The workshops proposed and the resultant course development will mobilize faculty and the administration’s efforts to bridge cultures using scholarship, research, community engagement and service-learning. Students of all backgrounds will benefit from these courses and the attendant cultural events supported from this foundational work. The courses will be cross-listed across the College of Humanities, Arts, Business, and Sociology, and the College of Education, and taught by California State University San Marcos professors, adjuncts, and lecturers in the departments in these schools.

Eligibility

California State University San Marcos is a Hispanic-Serving Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics.

WORKSHOP SCHEDULE AND SELECTED READING LIST

Appendix A

Spring 2016

Day 1	<i>Proudfit/Mihesuah</i>
Theme: Colonization	
Reading Lists	
Memmi, Albert. (1965) <i>The Colonizer and The Colonized</i> . Beacon Press Books Boston, MA. 1965.	ISBN: 978-0-8070-0301-5 \$19.00
Smith, Linda Tuhiwai. (2012) <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> . Zed Books, NY:NY	ISBN: 978 1 84813 952-7 \$28.21

Recommended

Torpy, "Native American Women and Coerced Sterilization: On the Trail of Tears in the 1970s," American Indian Culture and Research Journal, vol. 24, no. 2 (2000): 1-22. Available online.

Gould, "Holistic Community Development: Wellness for the Collective Body," American Indian Culture and Research Journal, vol. 30 no. 3 (2006): 59-74. Available online.

Day 2	<i>Mihesuah</i>
Theme: Interpretation of Cultures	
Reading List	
James Clifford and George E. Marcus (2010). <i>Writing Culture: The poetics and Politics of Ethnography</i> . University of CA Press.,	ISBN-13: 978-05202066025 \$27.48
Renato Rosaldo. (1993). <i>Culture and Truth: The Remaking of Social Analysis</i> . Beacon Press.	ISBN-13: 978-0807046234 \$18.92

Recommended

John Van Maanen. *Tales of the Field: On Writing Ethnography*. Illinois, 1988.

James Clifford. *The Predicament of Culture*. Harvard, 1988.

Calvin Martin. "The Metaphysics of Writing Indian-White History." in C. Martin, *The American Indian and the Problem of History*. Oxford, 1987. pp. 27-34.

Lawrence C. Watson, et al. *Interpreting Life Histories*. Rutgers, 1985.

Margaret Ehrenberg. *Women in Prehistory*. Oklahoma, 1989.

Day 3	Mihesuah/Dixon/Rodriguez
Theme: Changing Race, Class, Identity	
Readings	
Indian Country Today series on [wannabee] Indian writers	http://www.newagefraud.org/smf/index.php?topic=2427.195 and http://angelablair.hubpages.com/hub/The-Growing-Number-of-White-Native-Americans-aka-Wannabees

Recommended

Bonnie Thornton Dill. "Race, Class, and Gender: Prospects for an All-Inclusive Sisterhood." *Feminist Studies* 9 (Spring 1983): 131-151. Available Online

Malcolm McFee. "The 150% Man: A Product of Blackfeet Acculturation," *American Anthropologist* 70 (1969): 1096-1103. Available Online

Devon A. Mihesuah. "Too Dark to Be Angels: The Class System Among the Cherokees at the Female Seminary." *American Indian Culture and Research Journal* 15 (1991): 86-89. Available Online

Red Shirt, "These Are not Indians," *American Indian Quarterly*, vol. 26 no. 4 (2002): 643-644. Available online.

Redsteer, "An Open Epistle to Dr. Traditional Cherokee of the Nonexistent Bear Clan," *American Indian Quarterly* vol. 27 (1 and 2): 376-380. Available Online

Summer 2016

Day 1-AM	Mihesuah
Theme: Language Revitalization	
Readings	
Reyhner, Jon Allan, & Lockard, L. (Eds.). (2009). <i>Indigenous language revitalization: Encouragement, guidance & lessons learned</i> . Flagstaff, Ariz.: Northern Arizona University.	Retrieved from http://jan.ucc.nau.edu/~jar/ILR/
Hinton, L., & Hale, K. (Eds.). (2001). <i>The green book of language revitalization in practice</i> . San Diego: Academic Press.	ISBN-13:978-9004254497 \$77.44 (For Library)

Recommended

White, Frederick, "Rethinking Native American Language Revitalization," *The American Indian Quarterly* vol. 30, Number 1&2, (2006): 91-109.

Indigenous Language Institute. (n.d.). Indigenous Language Institute. Retrieved from
Indigenous Language Institute Web site: <http://www.indigenous-language.org/index.html>

National Alliance to Save Native Languages. (n.d.). National Alliance to Save Native
Languages. Retrieved from National Alliance to Save Native Languages Web site:
<http://www.savenativelanguages.org/links.html>

Day 1-PM	Pease & Wilson
Theme: Language Stabilization	
<i>Readings</i>	
Report in James Crawford, ed. (1992). Language loyalties: A source book on the official English controversy. Pp.1 47-51 Chicago, IL: University of Chicago Press.	
Fishman, Joshua (1991). Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages. Clevedon, English: Multilingual Matters.	

Recommended

Atkins, J.D.c. (1887). Annual Report of the commissioner of Indian Affairs.
http://www.alaskool.org/native_ed/historicdocs/use_of_english/prucha.htm

Day 2-AM	Mihesuah
Theme: Stereotypes	
<i>Readings</i>	
Yeager, Gertrude M. (1994). Confronting Change, Challenging Traditions: Women in Latin American History. Scholarly Resources	ISBN-13-978-0842024808 \$7.30
American Indian Boarding Schools: An Exploration of Global Ethnic and Culture Cleansing http://www.sagchip.org/ziibiwing/planyourvisit/pdf/aibcurrguide.pdf Available online.	

Recommended

Johanna Brand. *The Life and Death of Anna Mae Aquash*. Toronto: James Lorimer, 1978.

Laurence M. Hauptman. "Alice Jemison: Seneca Political Activist, 1901-1964." *The Indian
Historian* 12 (1979): 15-62.

Wilma Mankiller and Michael Wallis, *Wilma Mankiller: A Chief and Her People* St. Martin's
Press, 1993.

Day 2-PM	Pease/Dixon/Rodriguez
Theme: Language Stabilization	
Readings	
Cantoni, Gina. (1996) Stabilizing Indigenous Languages. Monograph Series. Flagstaff, AZ: Center for Excellence in Education.	http://jan.ucc.nau.edu/~jar/RIL_Contents.html

Recommended

Reyhner, Jon and Louise Lockard. Indigenous Language Revitalization. Flagstaff, AZ: Northern Arizona University Press. <http://jan.ucc.nau.edu/~jar/ILR/> Available online.

Fall 2016

Day 1	Wilson
Theme: Language Repatriation	
Readings	
Gregor, T. (2012). Z’Aa Mat Tipay Ek’wee: The Literary Repatriation of The Autobiography of Delfina Cuero. SDSU. American Indian Studies Department	Packet Provided
Crystal, D. (2002). Language Death. New York: Cambridge University Press.	ISBN-13: 978-0521012713 \$12.96

Recommended

Administration for Native Americans (ANA). Native Language Preservation A Reference Guide For Establishing Archives and Repositories (2006). Retrieved from American Indian Higher Education Consortium (AIHEC) website:
<http://www.aihec.org/resources/documents/nativelanguagepreservationreferenceguide.pdf>

National Science Foundation (NSF). (n.d.). Documenting Endangered Languages (DEL). Retrieved from National Science Foundation [NSF] Web site:
http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12816

Day 2	Pease/Dixon/Rodriguez
Theme: Language Politics & Policies	
Readings	
P. L. 101-477. October 30, 1990 Title I. Native American Languages Act	http://thomas.loc.gov/cgi-bin/bdquery/z?d101:SN02167:TOM:/bss/d101query.html

Indian Nations at Risk Task Force: National Education Goals for American Indians and Alaska Natives (October 1991)	http://eric.ed.gov/?id=ED339587
P.L. 109-394. Esther Martinez Native American Languages Preservation Act of 2006	http://thomas.loc.gov/cgi-bin/bdquery/z?d109:HR04766:TOM:/bss/d109query.html

Recommended

Klug, Kelsey. (July 19, 2012). Native American Languages Act; Twenty Years Later, Has it Made a Difference? Cultural survival. <http://www.culturalsurvival.org/news/native-american-languages-act-twenty-years-later-has-it-made-difference>

The Leadership Conference. The Nation's Premier civil and Human Rights Coalition. Preserving Native American Languages. <http://www.civilrights.org/indigenous/language/>

Spring 2017

Day 1	Mihesuah
Theme: Controversies in Writing Indian History	
Readings	
Mihesuah, Devon Abbott. (1998). Natives and Academics: Researching and Writing about American Indians. University of Nebraska Press.	ISBN-13: 978-0803282438 \$15.24
Mihesuah, Devon Abbott and Angela Cavender Wilson (Eds). (2004). Indigenizing the Academy. University of Nebraska Press.	ISBN: 978-0-8032-8292-6 \$ 19.95

Recommended

Allen, "Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale"

Deloria, Vine (Autumn 1991). "Commentary: Redskins, Research and Reality." American Indian Quarterly, 15 (4), 457+

Martin, "The Metaphysics of Writing American Indian History."

Native American Studies Center, "Commentaries on When Jesus Came, the Corn Mothers Went Away: Marriage, Sex, and Power in New Mexico, 1500-1846."

George Will, "Intellectual Segregation: Afrocentrism's Many Myths Constitute Condescension Toward African-Americans."

Day 2-AM	Mihesuah
Theme: The Politics of Naming	
Readings	
Michael Yellow Bird, “What We Want to Be Called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels,” <u>American Indian Quarterly</u> , Vol. 23, No. 2 (Spring, 1999), pp. 1-21	
Linn, Mary S. and Navarro, Geneva. (2013). Motivating Language Learning Through Performance. ILI You Tube Channel. http://www.ilinative.org/iliss/PresentationsILIS2013.html	

Recommended

Reyhner, J. Trujillo, Octaviana, Carrasco, R.L. and Lockard, L. (2003). Nurturing Native Languages. Flagstaff, AZ: Northern Arizona University Press. Available Online.
<http://jan.ucc.nau.edu/~jar/NNL/>

Day 2-PM	Wilson
Theme: Language Revitalization	
Readings	
Waziyatawin, Michael Yellow Bird, Angela Wilson (2005). For Indigenous eyes Only: A Decolonization Handbook. School of American Research Press.	ISBN-13: 978-1930618633 \$17.75
Hinton, L. (2002). How to keep your language alive: A commonsense approach to one-on-one language learning. Heyday Books: Calif.-Berkeley.	ISBN-13: 978-1890771423 \$4.28

Recommended

The Society for the Study of the Indigenous Languages of the Americas. (n.d.). The Society for the Study of the Indigenous Languages of the Americas. Retrieved from The Society for The Study of The Indigenous Languages of The Americas Web site:
<http://www.ssila.org/>

Terralingua. (n.d.). Terralingua. Retrieved from Terralingua Web site:
<http://www.terralingua.org>

Day 3	Mihesuah
Theme: Decolonization	
Readings	
Battiste, Marie. (2000). Reclaiming Indigenous Voice and Vision. UBC Press	ISBN-13: 978-0774807463 \$15.51

Moore, Marijo and Vine Deloria, Jr. (2003). Genocide of the Mind: New Native American Writing. Nation Books.	ASIN: B0028QGZE4 \$12.50
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Recommended

American Indian Quarterly's Special Issue, "Recovering Indigenous Knowledge," vol. 28: 3&4, fall 2004.

Wilson, "Introduction to 'Indigenous Knowledge Recovery is Indigenous Empowerment,'" special issue of American Indian Quarterly, vol. 28, nos. 3&4 (summer and fall, 2004): 359-372.

Simpson, "Anti-colonial Strategies for the Recovery and Maintenance of Indigenous Knowledge," American Indian Quarterly vol. 28, nos. 3&4 (summer and fall, 2004): 373-384

Day 4	Mihesuah/Dixon/Rodriguez
Theme: Activism/Passivism	
Readings	
Mihesuah, D.A. "Activism vs. Apathy: The Price We Pay for Both," for special issue on "Problems in the Ivory Tower," <u>American Indian Quarterly</u> , 27: 1/2 (2003): 325-332. Available online	
Mihesuah, D.A. "Special Issue: Native Experiences in the Ivory Tower," <u>American Indian Quarterly</u> , Volume 27, Number 1&2, Winter/Spring 2003 N&A, pp. 84-99.	

Recommended

"Responses to H-AmIndian Discussion Series-Discussion #1: 'To what extent do scholars have a responsibility to the Indigenous communities they study, and how can they fulfill this responsibility?'" American Indian Quarterly 27 1/2 (2003): 5-8; 40-41. Available Online.

Day 4-PM	Wilson/Dixon/Rodriguez
Theme: Language Revitalization	
Readings	
Pease, Janine. Native American Language Immersion: Innovative Native Education for Children and Families. American Indian College Fund	http://www.aihec.org/resources/documents/NativeLanguageImmersion.pdf

Recommended

The Hans Rausing Endangered Languages Project at SOAS. (n.d.). The Hans Rausing Endangered Languages Project at SOAS. Retrieved from The Hans Rausing Endangered Languages Project At SOAS Web site: <http://www.hrelp.org/>

Appendix B Objective Work Plan

Project Title: **Bridging the Gap between the Academy and American Indians—
Building a 21st Century AIS Program.**

Project Goal: To create faculty and tribal community forums that build capacity for AIS minor
and department through new course development.

Project Year: **January 1, 2016 to June 30, 2017**

Objective # 1: Increase CSUSM faculty and American Indian dialogues to inform humanities course content for a minimum of four courses (heritage languages, visual and performing arts, history and cultural expression).	
Problem Statement: Current course development and delivery relies on individual faculty interests. Outreach to the regional American Indian community was sporadic and inconsistent prior to the establishment of the California Indian Culture and Sovereignty Center at CSUSM. This project seeks input from local American Indian constituencies to provide opportunities for tribal voices to engage theory and praxis in the teaching about their cultures and languages.	
Results Expected: A minimum of four new courses will be developed for delivery at CSUSM to expand the minor and create a department Relevant Readings and Discussion items are specified in Appendix A.	Criteria for Evaluating: By June 2017, four new courses will be ready for review by Department academic committees and will begin the approval process at CSUSM.
Benefits Expected: This work will create a foundation for the establishment of the American Indian Studies Department by fostering outreach to regional tribal subject matter experts (SME) to engage an inter-disciplinary faculty committed to creating a new paradigm for AIS in the 21 st century	Criteria for Evaluating: Course syllabi (minimum one from each area) Draft documents to propose the development of an AIS Department

Activities	Position(s) Performing the Activity		Time Period mm/year	
	Lead	Other Support	Begin	End
Project set-up, timelines verified, workshops scheduled	Proudfit	Admin Asst	Jan/2016	Feb/2017
Project texts ordered and distributed to participants for Year 1	Admin Asst		Feb/2016	Mar/2017
CICSC Advisory Board Consultation	Proudfit		Feb/2016	Feb/2017
Inter-disciplinary faculty notified/participants identified	Proudfit	Admin	Feb 2016	Feb/2017
PI Grant Participation Meeting in DC with NEH	Proudfit		TBD	TBD
Literature Review to assess new relevant scholarship to determine if reading lists need to be modified	Proudfit	CICSC staff	Mar/2016	ongoing
Humanities Faculty/Community SME Workshop-Spring 2016	Mihesuah	All participants	April/2016	April 2016
Library acquisitions selected and procured	Proudfit	CICSC Librarian	Spring 2016	Summer 2017
Evaluation Instrument administered to participants: Workshop1	CICSC Staff		April/2016	April 2016
CICSC Advisory Board Consultation	Proudfit	Advisory Board	May 2016	May 2016
Humanities Faculty/Community SME Workshop-Summer 2016	Mihesuah	All participants	July/2016	July 2016
Evaluation Instrument administered to participants-Wkshop2	CICSC Staff		July/2016	July/2016
Humanities Faculty/Community SME Workshop-Fall 2016	Pease/ Wilson	All participants	Sept/2016	Sept/2016
Evaluation Instrument administered to participants-Wkshop 3	CICSC Staff		Sep/2016	Sept/2016
CICSC Advisory Board Consultation	Proudfit	Advisory BD	Nov/2016	Nov/2016
Project texts ordered and distributed to participants for Year 2	Admin Asst		Feb/2017	Mar/2017
Humanities Faculty/Community SME Workshop-Spring 2017	Mihesuah	All participants	March 2017	March 2017
Evaluation Instrument administered to participants-Wkshop4	CICSC Staff		March 2017	March 2017
Final Evaluation and Report to NEH	Proudfit	Mihesuah/ Pease/ Wilson	July 2017	July 2017
Dissemination	Proudfit	Staff	Ongoing as materials are developed	

Objective # 2: Engage CSUSM faculty in the delivery of humanities curricula using indigenous epistemologies to support access and retention of diverse populations in courses which include content relevant to American Indians, particularly American Indians in California.				
Problem Statement: CSUSM has the highest number of American Indian/Ak Native students in the CSU system as a result of the efforts of the California Indian Culture and Sovereignty Center outreach activities. This project will build capacity so that the program can continue to grow and allow for the retention of students by enhancing core humanities courses with diverse perspectives from American Indian stakeholders.				
Results Expected: Content and rubrics selected for inclusion in newly developed humanities courses will reflect an understanding of indigenous epistemologies to assure students from diverse backgrounds are engaged in course work.		Criteria for Evaluating: Discussions with American Indian SME from the community will gather feedback for course modification of readings and activities prior to course delivery. CSUSM approved learning outcomes and program descriptions developed for new courses.		
Benefits Expected: Increased retention of diverse populations in coursework modified as a result of this professional development.		Criteria for Evaluating: Student course evaluations will include assessments of content and activities.		
Activities	Position(s) Performing the Activity		Time Period mm/year	
	Lead	Other Support	Begin	End
Implement learning strategies in current course design	Individual humanities faculty		Fall 2016	Ongoing
Fine tuning of current course syllabi based on input from tribal SME	Individual humanities faculty		Fall 2016	Ongoing
Development of course resource materials	Consultants	All participants	Spring 2017	Ongoing
Review of feedback from student evaluations	Proudfit/CICSC staff	CSUSM Faculty	Fall 2016	Ongoing
Consultation with SME in course modifications and design	Individual humanities faculty	SME and community members	Summer 2016	Ongoing

APPENDIX E - Institutional History

California State University San Marcos (CSUSM) was founded in 1989 as the 20th of the 23 California State University institutions. CSUSM is a comprehensive, public university serving over 11,500 undergraduate and 600 graduate students and is expected to grow to 25,000 students by 2023. Committed to providing a high-quality, affordable education to in North San Diego, South Orange, and Riverside Counties, CSUSM prioritizes at-risk students. Fifty-two percent of students are the first in their families to attend college.

CSUSM has a diverse student body comprised of .4% Native American, 3% African American, 10% Asian, .5% Pacific Islander, 40% Hispanic, 32% White, 3% Non-resident, 6% Unknown, and 5% Two or More Races. CSUSM has the greatest percentage of American Indian students of any CSU. CSUSM is a Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI).

The surrounding region is comprised of cities with Latino populations between 40-60%, and the number of Hispanic students at CSUSM continues to rise (table below). Latino students in the region have the lowest high school graduation rate—more than one in four Latino 12th graders do not graduate. Fifty-eight percent of entering first-year Hispanic students at CSUSM need remediation in English or Math or both.

Hispanic Undergraduate Enrollments Climb Steadily at CSU San Marcos				
<i>FALL TERM</i>	<i>2007</i>	<i>2009</i>	<i>2011</i>	<i>2014</i>
Undergraduates at CSUSM	8,250	8,744	10,080	12,154
Hispanic Students Enrolled	1,815	2,361	3,024	4,703
% Hispanic – All Undergraduate	22%	27%	30%	39%
% Hispanic – New Freshman	28%	35%	40%	48%

CSUSM is comprised of four colleges and offers degrees leading to 19 Bachelor of Arts and 18 Bachelor of Science degrees, 13 teaching credentials, and 15 master's degrees. There are 246 full-time tenure and tenure-track faculty and 436 non-tenure track faculty. Enrollment and department information follows.

CSUSM - FOUR COLLEGES	
<i>2014 enrollment percentages below include both undergraduate and graduate students</i>	
College of Humanities, Arts, Behavioral and Social Sciences (41% of enrollment)	Thirteen departments: anthropology; communication; economics; history; liberal studies; literature and writing studies; modern language studies; philosophy; political science; psychology; sociology; visual and performing arts; women's studies
College of Education, Health and Human Services (24% of enrollment)	Two schools—nursing and education—and four departments: kinesiology, human development, social work, speech pathology
College of Business Administration (19% of enrollment)	Three departments: accounting & finance; information systems and operations management; management and marketing
College of Science and Mathematics (16% of enrollment)	Five departments: biological sciences; chemistry/biochemistry; computer science & information systems; math; physics